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ABSTRACT

Developed by the Cincinnati Public Schools as part of a project designed to provide career orientation for students in grades 7 and 8, this manual is designed to provide activities and information concerning the infusion of seven career developmental areas in the curriculum. These developmental areas include self, individual and environment, the world of work, education and training, employability, and decision making. Each of the twenty activities included in this manual provides guidelines for both the teacher and the student. The teacher's guide contains information concerning lesson title, area of development, goal, objectives, activity descriptions, procedures, and application. The student's guide contains information concerning lesson title, area of development, directions, lesson summary, and question or data sheets. (BM)

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ED151593

CAREER

ORIENTATION

7 - 8

Seven
Developmental
Area
Activities

First Edition
1977

Curriculum Bulletin #729

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CAREER DEVELOPMENT K - 10

CINCINNATI PUBLIC SCHOOLS

CE 005 419

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Foreword

This manual was developed by the Cincinnati Public Schools as a part of a project designed to provide career orientation for students in Grades 7-8.

It is designed to provide activities and information concerning infusing the Career 7 Developmental Areas.

This manual was developed by Emily Flowers, a teacher at Campbell Jr. High; Mary Wagner, Assistant Instructional Associate; Maxine Watson, Director, Career Development Program; under the general supervision of Ralph E. Shauck, Coordinator of Instructional Service Branch.

TEACHER'S GUIDE

Lesson: Interests and Aptitudes

Area of Development: Self

Goal: To help students formulate career aspirations based upon awareness of their changing interests and aptitudes.

Objectives: To assist students in examining their interests and aptitudes.

Activity:
1) Teacher leads discussion
2) Work sheets

Procedure:
1) Teach by leading students' thoughts to their interests to encourage them to consider their aptitudes
2) Teacher distributes sheets
3) Teacher explains sheets
4) After students complete sheets, teacher collects them

Application: Self, #1

STUDENT'S GUIDE

Lesson: Interests and Aptitudes

Area of Development: Self

Directions: See student sheet

Summary: Discussion and exercise on Interests and Aptitudes

Questions:

1. Awareness of my abilities will help me choose a job. Yes ___ No ___

2. You should try every day to increase in self knowledge Yes ___ No ___

When you try to decide on the kind of work you will do, your knowledge of yourself will help you greatly. What do you like to do? What are you good at? What special abilities or qualities do you have?

In the exercises below, put a check mark beside any of the phrases that describe you or interests that you have.

___ enjoy working with people
___ don't mind hard work
___ interested in solving problems
___ enjoy working outdoors
___ drive a car
___ count money fast
___ good memory for prices
___ have a good speaking voice
___ good at addition and subtraction
___ not afraid of heights
___ have a steady hand
___ have a good memory
___ are good at persuading people
___ are good at giving advice
___ like responsibility
___ enjoy building things

___ are good at small repairs
___ like to sew, knit
___ handy with small tools
___ fast at doing errands
___ have patience with details
___ like to keep things neat

From the above list, select two qualities that would help you in the following jobs:

supermarket cashier	_____	_____
roofer	_____	_____
hostess in a good restaurant	_____	_____
teacher	_____	_____

Put a checkmark in one of the 3 columns:

	Often	Sometimes	Never
1. Lose my temper	___	___	___
2. Act well in emergency	___	___	___
3. Get along well with people	___	___	___
4. Accept responsibility	___	___	___
5. Work well under pressure	___	___	___
6. Completes work on time	___	___	___

TEACHER'S GUIDE

Lesson: Check List for a Job Interview

Area of Development: Self

Goal: To develop preparedness for job interview
To increase student's chances for employment

Objectives: To lead student to use check list before proceeding to job interview

Activity: Check sheet to be filled in by student
Copy to be kept with valuable papers

Procedure:
1) Teacher explains and leads student to determine value of check list
2) Student reads and discusses sheet
3) Student retains copy with his valuable papers such as resume' and job information sheet (which are included with these lessons)

Application: Preparedness gives advantage to applicant

STUDENT'S GUIDE

Lesson: Check List for Job Interview

Area: Self

Directions: See student sheet

Summary: Check sheet for job interview

---

1. Is neat appearance necessary for a successful job interview? Yes ___ No ___

2. What documents should you take with you to interview? _____

_____

Check List for Job Interview

Before you set out for a job interview (or several interviews in one day), take a few minutes to check yourself. You should have certain facts at your fingertips. You have already obtained during these lessons "Relating Information" and "Personal Data Sheet", "Filling out Job Applications" and "Resume'" sheets. These should have been filed with your valuable papers.

Before you proceed to interviews, check for the following:

Documents

(Personal Data Sheet)

_____ 1. "Filling Out Job Applications" form, up to date
_____ 2. Resume'; a copy for each prospective employer
_____ 3. Work permit (if applicable)
_____ 4. Social Security card
_____ 5. Reference letters (if available)

Materials

_____ 1. Pen
_____ 2. Change for parking meters
_____ 3. Comb and handkerchief

Appearance

_____ 1. I am clean.
_____ 2. My hair is clean and orderly.
_____ 3. My clothing suits the occasion.
_____ 4. My nails are clean and filed.
_____ 5. My shoes are not run down.
_____ 6. My purse (billfold) looks neat when I open it.

Keep a copy of this check list, together with Personal Data Sheet and Resume', with your valuable papers.

TEACHER'S GUIDE

Lesson: Hobbies and Careers

Area of Development: Self

Goal: Students' recognition of their interests and abilities

Objective: Students should become aware of the importance of hobbies in making choices about future career areas.

Activity: Thought sheet

Procedure:
1) Teacher gives short talk on importance of hobbies
2) Distributes papers
3) Explains directions
4) Collect papers

Application: Self #1

STUDENT'S GUIDE

Lesson: Hobbies and Careers

Area: Self

Directions: See student sheet

Summary: Discussion and thought sheet on relationship of hobbies and career.

Questions:

1. What hobbies or interests do you have that could become a source of income?

2. Why are hobbies a necessary part of your life?

Hobbies and Careers

Hobbies are a necessary part of life. Developing an interest in hobbies broadens your outlook. This interest gives you a way to relax in your spare time. Often, hobbies become a source of income; for instance, people who relax making macrame objects can sell their hangers and decorations; Men who like to work on cars earn money this way in their spare time. Of course the star athletes of today are the people who had the hobbies of baseball, football and other sports when they were in school.

Below are some different hobbies, activities, and sports. Put a check mark beside the ones you enjoy now or may become interested in.

____ carve things out of wood
____ invent things
____ make up games
____ make up stories
____ work in a garden
____ experiment in kitchen
____ take photographs
____ collect stamps
____ collect rocks
____ collect coins
____ train pets
____ play musical instruments
____ dance
____ sing
____ refinish furniture
____ design jewelry
____ operate ham radio
____ work with stereo equipment
____ swim
____ box
____ fish
____ play baseball
____ play football
____ lift weights
____ ride motorcycle
____ read
____ write
____ sew
____ design clothes
____ repair cars

Can you list any hobbies you have that are not included above?

_____

Select any three hobbies from the list above and write them in the blanks in left comumn.
In the blanks in the second column, write a job or career that could grow out of the hobby.

Example: macrame' art — crafts teacher or craft shop owner

	Hobby	Career (or second job)
1.	_____	_____
2.	_____	_____
3.	_____	_____

TEACHER'S GUIDE

Lesson: Tools and Equipment

Area of Development: Individual and Environment

Goal: To enable students to understand that some tasks require the use of specially designed tools.

Objective: To broaden students knowledge of variety of workers and specific tools.

Activity: Discussion, work sheet, discussion

Procedure:

1) Teacher names several occupations and student name tools or equipment
2) Teacher distributes sheets
3) Students and teacher discuss answers after sheets are completed
4) Teacher collects sheets

Application: Individual and Environment

STUDENT'S GUIDE

Lesson: Tools & Equipment

Area of Development: Individual and Environment

Directions: See student sheet

Summary: Student matches tool with job

TOOLS AND EQUIPMENT

All workers need tools, equipment, or instruments with which to work. Some tasks require the use of specially designed tools, equipment, and materials.

See if you can match all the tools correctly with the worker who would use them.

Place the letter of the tool in front of the worker's number.

____ 1	secretary	a	surgical mask and instruments
____ 2	disc jockey	b	chalkboard and chalk
____ 3	gardener (landscape artist)	c	cement and trowel
____ 4	carpenter	d	brushes and ladder
____ 5	dietician	e	typewriter and paper
____ 6	football player	f	records and record player
____ 7	bricklayer	g	glass and putty
____ 8	doctor	h	sewing machine and scissors
____ 9	construction worker	i	rakes and spades
____10	teacher	j	cameras and tripods
____11	farmer	k	instruments and music
____12	bank teller	l	hammer and saw
____13	painter	m	vegetables and meat
____14	street repairman	n	helmet and pads
____15	truck driver	o	gas and oil
____16	photographer	p	backhoe and crane
____17	gas station attendant	q	plow and cultivator
____18	musician	r	adding machine and deposit slips
____19	glazier	s	drill and gloves
____20	tailor	t	truck and CB radio

TEACHER'S GUIDE

Lesson: Job Variations

Area of Development: Individual and Environment

Goal: To enable student to recognize job variations within the community

Objective: To enable student to recognize the wide variety of workers in the community

Activity: Discussion and Work sheet followed by discussion

Procedure:
1) Teacher names 5 or 6 occupations from the worksheet before students receive sheet
2) Students determine the work performed in these jobs
3) Teacher distributes sheets
4) Teacher collects sheets
5) Teacher begins discussion of some answers

Application: Individual and Environment

STUDENT'S GUIDE

Lesson: Job Variations

Area of Development: Individual and Environment

Directions: See student sheet

Summary: Student matches job with task

Job Variations

Below are groups of workers and the jobs they are doing.

Within each box, match the worker in Column I and his job in Column II.

Column I	Cclumn II
____ 1 personnel manager	a cleaning a windshield
____ 2 teller	b carrying a patron's suitcase
____ 3 bellboy	c interviewing a job applicant
____ 4 barber	d writing in your bank deposit book
____ 5 gas station attendant	e cutting a customer's hair

____ 1 crane operator	a mowing lawns
____ 2 parking lot attendant	b installing brakes
____ 3 groundskeeper	c making up a prescription
____ 4 auto repairman	d lifting heavy loads
____ 5 pharmacist	e parking cars

____ 1 musician	a moving furniture
____ 2 stage hand	b frosting a cake
____ 3 baker	c playing a musical instrument
____ 4 moving & storage employee	d giving injections
____ 5 nurse	e adjusting spotlights

____ 1 teacher	a filling a tooth
____ 2 librarian	b helping accident victims
____ 3 store manager	c grading papers
____ 4 dentist	d selecting books
____ 5 police officer	e ordering merchandise

TEACHER'S GUIDE

Lesson: "Looking for a Job"

Area: Self; World of Work

Goal: To help students become aware of existing jobs in the community

Objective: To help students identify various ways of locating a job

Activity: List and question sheet

Procedure:
1) Teacher passes out sheets
2) Teacher collects sheets
3) Teacher should serve as resource person for these sheets

Application: Knowing where to inquire is priority

STUDENT'S GUIDE

Lesson: "Looking for a Job"

Area: Self; World of Work

Directions: On student sheet

Summary: Information & questions on looking for a job

"Looking for a Job"

There are many ways to find a job. The more ways you use, the better are your chances of finding employment.

In these spaces, list as many ways as you know of locating a job.

_____ _____

_____ _____

_____ _____

Compare your list with these ways:

Looking in Want Ads
Asking parents, friends
Putting an ad in the paper
Looking for help-wanted signs
Checking with state agencies
Going to private employment agency
Contacting local agencies
Putting in applications at companies, hospitals

Answer the following questions:

1. Does a state employment agency charge you a fee?
2. Can you give the name of any local or state employment agency?
3. How would you locate the state employment agency in the telephone book? _____
4. What ways would you use to find a summer job? _____
5. How would you go about getting a job in a hospital?

   _____

6. If you would like to be an apprentice, how would you go about this?

   _____

If you are uncertain about any of the above answers, ask your teacher!

TEACHER'S GUIDE

Lesson: Review of Job Classification and Tasks

Area: World of Work #2

Goal: To assist student in identifying jobs and specialized tasks related to them

Objective: To review specific jobs and specialized tasks

Activity: Oral review of jobs and tasks; written review

Procedure:
1) Oral review
2) Pass out ditto copies
3) Collect copies

Application to Curriculum: Review of previous lessons
You have done some lessons on job classification, jobs workers are performing, and the tools workers use.

Student directions

Below are three columns.

Column I is a list of workers.

Column II is a list of the jobs being performed.

Column III is a list of things used by the workers.

If you match correctly Columns A,B, C, you will compose sentences which are brief job descriptions.

The first 2 are done for you.

Do not match from one section to another.

Numbers 1-10
Numbers 11-20
Numbers 21-30

STUDENT'S GUIDE

Lesson: Review of Job Classifications and Tasks

Area: World of Work #2

Directions: See above on this page

Summary: This is a review lesson of Job Classifications and Tasks

Review of Job Classification and Tasks

A	B	C
1. Dentists	___ interview	___ luggage
2. Patternmakers	___ cut	1 teeth
3. Personnel managers	___ lift	___ lawns
4. Tellers	___ park	___ in your bank deposit book
5. Barbers	1 fill	___ brakes
6. Bellboys	___ mow	2 patterns
7. Crane operators	___ install	___ cars
8. Parking Attendants	2 make	___ hair
9. Groundskeepers	___ carry	___ heavy loads
10. Auto repairmen	___ write	___ job applicants

A	B	C
11. Pharmacists	___ play	___ merchandise
12. Musicians	___ select	___ prescriptions
13. Stagehands	___ grade	___ cakes
14. Nurses	___ help	___ injections
15. Teachers	___ fill	___ windows
16. Librarians	___ order	___ instruments
17. Police officers	___ frost	___ books
18. Store managers	___ adjust	___ papers
19. Bakers	___ install	___ accident victims
20. Glaziers	___ give	___ spotlights

A	B	C
21. Salesclerks	___ cook	___ fish
22. Secretaries	___ dig	___ letters
23. Chefs	___ repair	___ garments
24. Miners	___ iron	___ money
25. Fishermen	___ accept	___ food
26. Plumbers	___ sell	___ buildings
27. Pressers	___ plow	___ pipes
28. Cashiers	___ type	___ radios
29. Architects	___ catch	___ coal
30. Farmers	___ design	___ fields

Review Questions:

1. Write a short sentence telling one task <u>tellers</u> perform.

_____

2. Write a short sentence telling one task <u>chefs</u> perform.

_____

TEACHER'S GUIDE

Lesson: "Answering Ads"

Area: World of Work

Goal: To have the student become aware of jobs in the community and in the region

Objective: To provide opportunity for student to write (compose) an answer to a want ad

Activity: Letter writing; assembling information

Procedure:
1) Teacher will bring to class numerous want ads clipped from newspaper (requiring answers in writing)
2) Each student will select (blindly, perhaps) three ads; from these he/she will choose one to answer in writing
3) Teacher will collect and correct these, returning them to students in near future

Application: World of Work; good English activity

STUDENT'S GUIDE

Lesson: Answering Ads

Area: World of Work

Directions: See "Procedure"

Summary: Class in letter writing

TEACHER'S GUIDE

Lesson: Specialized Training and Job Categories

Area of Development: Education and Training

Goal: Recognition by student of different types of educational preparation required for various occupations

Objective: Recognition by student of varieties of jobs within occupations

Activity: Discussion of job categories
Placement of jobs within categories

Procedure:

1) Using student sheet, teacher begins brief discussion-giving examples of different jobs, teacher asks which job category (listed on board) these jobs would fall in
2) Teacher brings out idea that if some aspect of the job appeals to student, this may be a good career choice
3) Pass out student sheets
4) Collect

Applies to Curriculum: Education & Training & Job Preparation

STUDENT'S GUIDE

Lesson: Specialized Training and Job Categories

Area: Education and Training

Directions: See student sheet

Summary: Discussion and thought paper on inclusiveness of job categories

Specialized Training and Job Categories

Many jobs require specialized training even after you have a high school or vocational school diploma. An apprentice is one who is training for a job. If you were an apprentice in building trades, you might have to work at many different kinds of jobs before you were completely trained.

See if you can put the following phases of training into the proper job category. If aspects of the training appeal to you, perhaps your career interest and job opportunity will be in this type of employment.

Job Categories

Health	Building Trades (General)	Clothing (Tailoring)
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Environmental Sciences	Automotive/Mechanic Industry	Office
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

How to cut glass to fit windows
How to determine the ages of trees
How to nail shingles
How to cut by a pattern
How to take blood pressure
How to fight forest fires
How to measure surfaces
How to use a plane on a door frame
How to operate business machines
How to set up a filing system
How to test blood cholesterol level
How to use a pressing machine
How to work a small switchboard
How to level cement surfaces
How to join pieces of metal by applying heat
How to give shots
How to keep financial records
How to replace brake linings
How to sew linings in a coat
How to stop bleeding
How to apply a cast
How to replace points and plugs
How to smooth putty on edge of glass windows

How to fight air pollution

How to repair car's automatic transmission

How to trim mortar between bricks

How to interpret information about weather

How to put padding into coats

After you have put the jobs into job categories, go back to each category. Put a (√) check by any job that appeals to you.

Do you have more than three (√) marks in any category? If so, perhaps this area of work would be an interesting career for you.

TEACHER'S GUIDE

Lesson: Job Classifications

Area of Development: Education and Training; World of Work

Goal: To make student familiar with variety of career clusters and levels of jobs found in each cluster.

Objective: To lead student to awareness of career clusters and of classification of jobs within clusters.

Activity:
1) Class discussion of unfamiliar words in lesson
2) Worksheet

Procedure:
1) Teacher explains "classification" and "cluster"
2) Teacher selects on heading and works with student in assigning jobs to it.
3) Satisfied that students understand assignment, teacher passes out written work
4) Teachercollects work

Application to Curric: Education and Training; World of Work

STUDENT'S GUIDE

Lesson: Job Classification

Area of Development: Education & Training; World of Work

Directions: See top of student sheet

Summary: This lesson leads student to awareness of job clusters.

Job Classification #1

Directions: Listed below are several types of jobs. See how many of them you can classify correctly. Do this by selecting the job from the column at left and placing it in blanks under the occupational group to which it belongs. (You should use all the jobs; you may be left with some blanks under the headings).

receptionist
chef
typist
tailor
building supply
delivery man
fire fighter
hospital orderly
physical therapist
soil scientist
plumber
veterinarian
fish & game warden
dentist
disc jockey
file clerk
lumber yard hand
brick layer
paramedic
miner
floor layer
grocer
screenwriter
cabinet maker
dietician
patternmaker
waitress
seamstress
bookkeeper
typist
landscape gardner
roofer
stone mason
police officer
actor
senator
forester
teacher
paper hanger
nurse
floral designer
cameraman
pharmacist

Food Preparation & Handling	Clothing Trades	Business
Building Trades	**Communications**	**Carpentry**
Environmental Sciences	**Public Service**	**Medical/Health Service**

Job Classification #2 Cont.

Make a list of at least three jobs from the above list you are familiar with.

_____

_____

_____

Do you know the qualifications necessary for these jobs?

Yes ____ No ____

Does any job above interest you especially?

Yes ____ No ____

List one job you would like to know more about and for which you believe you could have the qualifications.

List one way you could prepare for the job you selected?

next year in school _____

by what part time job _____

by reading what magazine _____

by talking to what people _____

Review questions:

1. A dietician works in the forest. Yes ____ No ____
2. Classification means type or kind. Yes ____ No ____

TEACHER'S GUIDE

Lesson: Understanding Want Ads

Area of Development: Employability

Goal: To increase in students a curiosity about available jobs

Objective: To increase student facility in reading want ads

Activity: Work sheet

Procedure: 1) Teacher passes out sheets with short explanation
2) Teacher collects sheets

Application to Curric.: Being able to understand ads

STUDENT'S GUIDE

Lesson: Understanding Want Ads

Area: Employability

Directions: See student sheet

Summary: Student interprets information in want ads

Understanding Want Ads

READ The following Ads. Then answer the questions

A. WANTED || File clerk; no exp. necess.; can start immed. Call 361-7876
B. WANTED || Mail Sorter; must be h.s/ grad.; start Monday. Call 761-5055
C. WANTED || Typist; at least 60 words per minute; woman preferred; reply in writing to ACME Photo Studios, Box 315, Cinti.45202

In answering the following questions, choose only one of the above ads.

Explain what one ad asks for.

Check ad you choose (A__B__C__)

Wanted: Man ____ Woman ____ Either ____

Type of work: _____

Education needed: not mentioned _____ H.S. grad. _____

Pay: not mentioned _____ amount _____

How to apply: _____ _____

In both ads A & B what basic skill is necessary for the applicant?

_____

To which of the ads would you qualify?

1. An applicant is a person who asks for a job. Yes ___ No ___
2. An employer is one who hires an applicant. Yes ___ No ___

TEACHER'S GUIDE

Lesson: Directions for Writing a Resume' #1

Goal: To aid student in preparing an accurate resume'

Objective: To give directions for preparing a resume'

Activity: Study of resume' writing answering questions pertaining to resume' writing

Procedure:
1) Teacher will explain what a resume' consists of and is used for
2) Teacher passes out explanatory copies
3) Teacher goes over explanations with students, emphasizing neatness and accuracy
4) Teacher gives assignment to students to bring to next class the information they will need to write a resume'; especially accurate addresses for references

Application: Prerequisite to Employability

STUDENT'S GUIDE

Lesson: Directions for Writing a Resume'

Area of Development: Employability

Directions: See student sheet

Summary: Necessary information should be brought to next class.

Directions for Writing a Resume'

A resume' is a written summary of you, your education, background, and your work experiences.

It should be typed. You should always keep one personal copy, which you update as you progress in education and employment.

Directions for completing a resume':

1. Place a job objective (kind of job you would like to have) at the beginning of the resume'.
2. Give your personal information: name, address, phone, age, height, weight, health, military and marital status.
3. Describe your educational background - include names and addresses of schools, diplomas and degrees received, dates of enrollment. State your grade average and major area of study.
4. Give brief descriptions of jobs you have held. Begin with the most recent job. Be specific.
5. Include some information about your hobbies, interests, clubs, honors.
6. List 3-6 references, especially people who have been associated with you on jobs.

If you have not worked, give references of people who know you personally (doctor, teacher, minister, priest, rabbi). Do not include relatives. Be sure to give their correct addresses and phone numbers.

On your resume' -

1. Tell the exact truth.
2. Give precise information.
3. Ask a teacher or friend to read over your resume' and make corrections before you put it in final form.
4. Keep your resume' short.
5. Give <u>facts</u>, not desires

Questions for students to answer:

1. Give a brief definition of resume'.

2. For what is a resume' used?

3. Why should you always keep one copy of a resume'?

4. What is the purpose of "references" on a resume'?

Use two of the above questions for review.

TEACHER'S GUIDE

Lesson: Writing a Resumé

Area of Development: Employability #2 - Job applications

Goal: To aid student in preparing an accurate resumé

Objective: To equip student with a permanent resumé which he may update

Activity: Writing a resumé

Procedure:
1) Teacher reviews yesterday's directions for writing resumé
2) Teacher passes out sample resumés and reviews them with students
3) Teacher passes out form for writing resumé
4) Students make two copies, one to be passed in; one to retain
5) Teacher collects

Application: Prerequisite to employability

STUDENT'S GUIDE

Lesson: Writing a Resumé

Area of Development: Employability

Directions: See student sheets

Summary: Student follows model to create own resumé

Sample Resumé

Greg T. Walker
475 Winton Road
Cincinnati, Ohio 45232

831-2000

Job Objective:	My objective is to obtain a part time job as a delivery man. I can work full time during summers.
Personal data:	Age: 18 years Height: 6 feet Weight: 165 pounds Health: Excellent
Educational Background:	I graduated in June from Aiken High School. I have taken Driver Ed. classes.
Work Experience:	Newspaper deliverer (Cincinnati Post) Delivery person for a cleaner (Spee-dee Cleaner, 607 Winneste, Cincinnati 45224). Several part time jobs in neighborhood.
Extracurricular Activities:	Member of baseball team; member of swimming team.
References:	Eric Smith Spee-dee cleaner 607 Winneste Cincinnati, Ohio 45224 681-2347 Sheila Watson 764 McMakin Cincinnati, Ohio 45224 681-7650

Using the Sample Resumé as a guide, write your own resumé. Then keep one copy of this resumé always up to date, so you may add to it and present it whenever you apply for a job.

Full Name
Home address and zip
Home phone

Job objective:	(Try to state this in one sentence).
Personal data:	Age Height Weight Health
Educational background:	Name of last school attended, dates, diploma received? Special courses taken that would be preparation for job objective.
Work experience:	Name(s) of previous employer or company. Type(s) of job held Begin with most recent job.

Extracurricular activities, hobbies

References:	Be sure to include name, present address and present phone.

TEACHER'S GUIDE

Lesson: Employability - Relating Information and Filling Out Job Applications

Area of Development: Employability

Goal: To assist student in filling out job applications

Objective: To teach student to carry pertinent, accurate information with him/her to job interviews.

Activity: Preparing an information sheet

Procedure:
1) Teacher explains that student will fill out information sheet which he/she should retain (or a copy) when going to fill out job application
2) Teacher passes out sheets, explains marital status, previous, recent, reference
3) Teacher assists students
4) Teacher collects sheets

STUDENT'S GUIDE

Information for Filling Out Job Applications

Lesson: Job Applications (Personal Data Sheet)

Area of Development: Employability

Directions: See student sheet

Summary: Fill out sheet and retain copy

Before you go for a job interview or even answer an ad, you should have certain information always ready to give your employer. You make a better impression if this information accurate, neat, and spelled correctly.

Prepare yourself: Keep an information sheet with you so that you will have all the facts necessary. Then all you need do is copy from this sheet to the employer's application blank.

Personal Data Sheet

Name _____

Address _____ City & Zip Code _____

Social Security number _____

Age _____ Height _____ Weight _____

Marital Status _____

Schooling Grammar (elementary) schools

School	City	Years

High School	City	Years

Last grade completed other education _____

Previous employment: (give the most recent job first)

Company	Address	Year(s)

References: (do not use relatives)

Name_____ Address_____ Phone_____

Name_____ Address_____ Phone_____

Questions:

1. Do you need a social security number when you are employed?

   Yes ___ No ___

2. References are people who know you. Yes ___ No ___

TEACHER'S GUIDE
Forming Job-Related Words

Lesson: Forming Job-related words

Area of Development: Employability

Goal: To increase student's ability to comprehend job-related words

Objective: To review job-related words

Activity: Written review of job-related word formation

Procedure:
1) Teacher explains this is written review
2) Teacher distributes sheets
3) Teacher collects sheets

Application to curriculum: Review of daily career language

STUDENT'S GUIDE

Vocabulary - Forming Job-related Words

Lesson: Forming Job-related Words

Area of Development: Employability

Directions: See student sheet

Summary: Formation of compound job-related words

Forming Job-related words

The word somewhere is made by joining the words some and where.

In each group below, see what occupation-related words you can make by joining a word from column 1 to a word from column 2.

Column I		Column II		Column I		Column II	
___1	super	a	writer	___1	birth	a	fighter
___2	type	b	driver	___2	bus	b	certificate
___3	forest	c	market	___3	fire	c	officer
___4	airplane	d	ranger	___4	police	d	driver
___5	truck	e	pilot	___5	dog	e	catcher
___1	nurse	a	adjuster	___1	dish	a	announcer
___2	auto	b	boy	___2	TV	b	player
___3	insurance	c	taker	___3	newspaper	c	washer
___4	ticket	d	dealer	___4	baseball	d	driver
___5	bus	e	aide	___5	racing	e	writer
___1	TV	a	clerk	___1	switchboard	a	farmer
___2	file	b	teacher	___2	dairy	b	worker
___3	school	c	repairman	___3	sheet metal	c	repairman
___4	crane	d	worker	___4	watch	d	operator
___5	construction	e	operator	___5	garage	e	mechanic

Questions:

1. A birth certificate may be used as a proof of age. Yes ___ No ___

2. A crane operator operates heavy machinery. Yes ___ No ___

TEACHER'S GUIDE

Vocabulary Review

Lesson: Vocabulary Review

Area of Development: Employability - (Vocab. of job applications).

Goal: To increase student's ability to cope with vocabulary of job applications.

Objective: To review daily career words

Actitivy: Written review word of fundamentals

Procedure:
1) Teacher explains this is writtin review
2) Teacher distributes sheets
3) Teacher collects sheets

Application to curriculum: Review of daily career language

STUDENT'S GUIDE

Vocabulary Review

Lesson: Vocabulary Review

Area of Development: Employability

Directions: See student sheet

Summary: Review of vocabulary

Vocabulary Review

Beloware words that have been used that relate to you and to job situations.

1. Arrange them in alphabetical order
2. Write them on the lines provided

	Alphabetical list
Experience	_____
accupation	_____
cluster	_____
applicant	_____
marital	_____
reference	_____
previous	_____
shifts	_____
classification	_____
apply	_____

From your alphabetical list, select four words and use them in sentences related to employment.

1. Word:_____ Sentence:_____

_____

2. Word:_____ Sentence:_____

_____

3. Word:_____ Sentence:_____

_____

4. Word_____ Sentence:_____

_____

From the aplhabetical list, find a word that means:

1. job_____
2. hours of the day you may work_____
3. a person who asks for a job _____
4. having to do with marriage _ _____

Questions: 1. Marital has to do with marriage. Yes ___ No ___

2. Occupation is another word for job. Yes ___ No ___

TEACHER'S GUIDE

Lesson: Awareness of Personal Interests

Area of Development: Employment & work Adjustment or Self

Goal: To encourage students in using personal interests to explore career information.

Objective: To lead students in using freedom of choice to limit and select job situations

Activity: Discussion and thought sheet

Procedure:
1) Teacher begins discussion of "working conditions"
2) Students are led to narrow their choices of conditions by discussion, followed by thought sheet

Application to curriculum: Self #1

STUDENT'S GUIDE

Lesson: Awareness of Personal Interests

Area: Employment; Self

Directions: See student sheet

Summary: Limitation of working conditions

Vocal - Shifts

Employ, and Adjustment or Self - Using personal interests to explore career info.

To use our freedom of choice in limiting and selecting job situations.

Before you begin training for a career, you should consider some aspects of working conditions which may influence your job choices. Making adjustments to new living or working conditions is difficult for almost everyone.

In the boxes are different working conditions. Put a check mark in front of the one condition in each box that would be best for you.

I would like a job - - - -

_____in the city _____in the country _____in the suburbs	_____working alone _____working with others
_____working inside _____working outdoors	_____working especially with my mind _____working especially with my hands _____working with mind and hands
_____during the day _____during the night _____changing shifts	_____when it is noisy _____when it is quiet _____when there is some noise
_____working with children _____working with adults	_____away from home _____close to home

_____working around food	_____working in a factory
_____working with others	_____working in a hospital
_____working with flowers	_____working on a farm
_____none of these	_____working in a school
	_____working in a office
	_____none of these

Now list 3 jobs that you have thought you might like to train for.

1._____

2._____

3._____

Compare these jobs with the blocks you checked above. Did the working conditions you preferred fit the jobs you think you might like to have? _____

Questions:

1. My choice of job should be influenced by my choice of working conditions.

Yes ____ No ____

2. My interests should influence my job choice. Yes ____ No ____

2 Objective questions

TEACHER'S GUIDE

Lesson: Small Decisions Form Habits #1

Area of Development: Decision Making

Goal: To teach students to accept responsibility for decisions

Objective: To impress upon students the magnitude of habit-forming decisions

Activity:
1. Short discussion of decision-making
   - What decisions have been made today?
   - Were they wise or unwise?
   - Will they, if repeated, help to form worthwhile habits?
2. Work sheet

Procedure:
1. Teacher will lead class discussion (see activity)
2. Teacher will distribute work sheets
3. Teacher will collect work sheets

Application to curriculum: May be coordinated with Decision-Making and Employability and work Adjustment

STUDENT'S GUIDE

Lesson: Small Decisions Form Habits

Area of Development: Decision Making

Directions: Given on student sheet

Summary: Student regards some minor early decisions
Student judges them as wise/unwise in light of habits formed
Student judges habits of workers as liable to advance or demote the workers

Everyday and almost every minute of the day we are making decisions: to continue what we are doing, to change TV channels, to eat or not, to go out or stay inside.

On the job we have multitudes of decisions also. Even our minor decisions influence the work we do, whether we advance, are promoted, or even if we are fired.

The minor decisions we make in our present lives form patterns of behavior, or habits. Habits built are hard to break. Have you ever tried to break the habit of biting your nails or slamming doors?

Directions: Read the following decisions. Check your opinion of each decision.

	Wise	Unwise	Doesn't Matter
Coming late to school			
Speaking to your friends			
Cutting class			
Remembering to do things you promise			
Staying home without much reason			
Griping about having to do dishes			
Writing so people can't read it			
Putting lawn mower away dirty			
Not cleaning up something you spill			
Not finishing assignments			
Making excuses			
Being sure you know the procedure before beginning something new			

Because of habit-forming decisions, some workers win promotions; others lose their jobs.

From the above list select one decision that you checked as wise.

On the next line write a wise work habit that could develop from this decision.

Decision _____

Wise Work habit _____

TEACHER'S GUIDE

Lesson: Small Decisions Form Habits #2

Area of Development: Decision Making

Goal: To teach students to accept responsibility for decisions

Objective: To impress upon students the far-reaching effects of habit -forming decisions

Activity:
1) Short discussion of decision making
2) Short review of previous lesson on wise-unwise decisions
3) Work sheet

Procedure:
1) Teacher will lead class discussions (see activity)
2) Teacher will distribute work sheets
3) Teacher will collect work sheets

Application to curriculum: May be coordinated with Decision Making and Employability and Work Adjustment

STUDENT'S GUIDE

Lesson: Small Decisions Form Habits

Area of Development: Decision Making

Directions: Given on Student Sheet

Summary: Student reviews wise/unwise decisions
Student judges habits of workers as liable to advance or demote the workers

Small Decisions Form Habits #2

Mark an / beside the sentences that describe workers who are likely to keep their jobs because of wise habit-forming decisions.

Mark an X beside the sentences that describe workers who are likely to lose their jobs because of unwise habit forming decisions.

_____1. Mr. Thomas showed anger when his working hours were changed.

_____2. Mrs. Walker makes her job fun by having a pleasant attitude.

_____3. Mr. Anderson hasn't taken a sick day in four years.

_____4. Mr. Watson cleans his tools before he puts them away.

_____5. Elaine reports late for work two or three times a week.

_____6. Mr. Chandler doesn't listen to his supervisor's explanations about safety precautions.

_____7. Miss Harris writes phone messages that her boss finds hard to understand.

_____8. Mrs. Clark always has time to help another person.

_____9. Mr. Young forgets to come early and unlock the doors when he has promised.

____10. Miss Moore never gossips about other people in her office.

Questions:

1. What is a decision?
2. Can decisions now affect our work habits in the future?

TEACHER'S GUIDE

Lesson: "Choosing Among Jobs"

Area: "World of Work" preparation; Decision Making

Goal: The student should be aware that work has potential for meeting various types of personal needs

Objective: To lead student to be selective in job choice

Activity: Question sheet concerning jobs offered

Procedure:
1) Teacher distributes sheets
2) Teacher collects sheets

(This may be used entirely as class discussion with students retaining the sheets).

Application: Preparation for World of Work

STUDENT'S GUIDE

Lesson: "Choosing Among Jobs"

Area: World of Work; Decision Making

Directions: See student sheet

Summary: Questions to ask oneself when choosing among jobs

"Choosing Among Jobs"

Suppose you have a choice among jobs. There are differences in salary and working conditions. There are times when high salary may be outweighed by other factors. Transportation is important; fringe benefits add to your earnings. Working conditions make a difference to you when you are on a job.

When faced with a decision, consider these questions:

Salary

1. How much money will you take home each week.
2. Are you paid by the hour or day?
3. Is there in this job a history of "lay-offs" or seasonal employment which would reduce your salary?
4. Can you earn overtime pay?
5. Can you make extra money by working night shift?
6. Can you make extra money by working holidays?
7. Is your wage steady, or does it depend partly on tips?
8. Do you make a commission + base salary?

Transportation

___ 1 Is the place of work far from your residence?
___ 2 Latest estimation of the inclusive cost of operating a car is 28¢ a mile. How much will driving to work cost you?
___ 3 How long will it take you to get to work?
___ 4 Will your trip to work be difficult in bad weather?

"Fringe" benefits

___ 1 Does the company pay medical, dental, and/or life insurance?
___ 2 Do you get paid vacations?
___ 3 Does your vacation period increase with your seniority?
___ 4 Will you receive paid sick days? How many?
___ 5 Are there pension plans, retirement benefits, workman's compensation?
___ 6 Is the job covered by unemployment compensation?
___ 7 Does the company have a credit union?

Working Conditions

___ 1 Is there excessive noise; if so, does it bother you?
___ 2 Is there chance of injury on this job?
___ 3 Is the place of work exposed to the weather?
___ 4 Is there chance of promotion?
___ 5 Have you any acquaintances at the place of work who can tell you about conditions?

Use these questions to help you decide among places of employment.

Find out all you are able before deciding on a specific job. Salary should not always be the deciding factor.

1. List three factors important in deciding among jobs.

   1 _____

   2 _____

   3 _____

2. Is salary always the most important consideration in choosing a job? Yes____ No ____